**DATE: October Nov. 8 - 11 WEEK: 13 GRADE: First**

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| **TRANSDISCIPLINARY STUDIES DisciplinE-Specific STUDIES**  **Transdisciplinary Theme: Where We Are in Place and Time** | **Subject Area: English – Oral Language** |
| **ACHIEVEMENT INDICATORS: -** Asks questions to gain information and respond to inquiries directed to themselves or to the class. (*Asks for opinion or idea, asks for evidence)*   * Understands increasingly complex instructions and questions containing simple learned structures |  |

**LEARNING EXPERIENCE**

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| **Duration Lesson** | **Achievement Indicators** | **Learning Engagements**  ( Description of activity, Work to be done, significant questions and instruction given - prompt) | **Materials** | **Comments**  (Differentiation, homework,  visitors, fieldtrips) |
| 20 mins  20 mins  20 mins |  | Lesson 1   * Introduce vocabulary cards 19. **Hear** 20. **Taste 21**. **Smell**, asking them to give their own definitions of the words in the cards. * Show the definitions from the cards and give oral examples using the words. * Ask children to give examples of sentences using the vocabulary from the cards. * Point at the **Academic Language Builder** and ask the children what they use to **see** and how they produce a **sound** and what they use top taste. Encourage them to use complete sentences.   Lesson 2   * Write the following prompts on paper strips:   . What do you ***see*** when you go outside?  . How do you ***use*** your hands?  . What ***sound*** do you like to hear?  Divide the group in small teams and give each group one strip to discuss the answer during five minutes. Then share their opinions in whole group.  Lesson 3   * Point to parts of your body and say: This is **my** nose, etc. Ask for some volunteers to do the same and explain that when we talk about things that belong to me, I say **my.** * Then, point to the boys’nose in the chant poster and say: That is **his** nose, explain that we use **his** to describe something that belongs to a boy or a man. Then ask for volunteers to give more examples * Point at the mother’s hands in the chant poster and repeat the procedure. Explain that we use **her** when we want to describe things that belong to a girl or a woman. | Vocabulary cards 19, 20, 21  .  . Academic Language Builder  Chant Poster | When sharing their answers in whole group, encourage children to use the sentence frame:  I use my hands to\_\_\_\_\_\_\_  I see \_\_\_\_\_\_outside  I like to hear\_\_\_\_\_\_\_  Use more complex sentence frames for high achievers |